Impact Of Social Factors On The Student Achievement In Punjab, Pakistan

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ABSTRACT
Social structure in which human beings live is a major source of their personality development as well as mental satisfaction that leads towards a happy life. Such a smooth personality development as well as mental satisfaction can become a source of achievements in their economic and social life. Educational institutions are reflection of social system but these are not the only sources of personality development and academic achievement. Social setup in which students live is also equally responsible for students academic achievement. This research was an initial step towards analysis of effects of social factors on students social satisfaction and also its effects on the students academic achievement. This research has got a sample of 900 participants and after necessary cleaning of data found a sample of 777 (Seven hundred and seventy seven students) from six different universities of punjab, Pakistan. The research has used seven (07) point likert scale questionnaire, using exploratory (for instrument development) and confirmatory factor analysis. The research found that social support and gender discrimination both have significant effect on social satisfaction of student as well as on academic achievement. But on the otherhand access in community have minor but significant effect on students academic achievement.

Key Words: social factors, gender discrimination, access in community, social support, student satisfaction, academic achievement, structural equation modelling.

INTRODUCTION
The best social values are ultimately becomes part of human personalities. The environment in which persons live they behave accordingly, their social values are also affected by the environment. The problem arises when the person living in the same country are discriminated socially. Such social discrimination also effects students’ academic achievement, and educational institutions also fails to return the students as productive masses to the society. This research was conducted for the analysis of the same dilemma.

Research Objectives
1. To explore the effects of social factors on students’ satisfaction.
2. To discover the effects of students satisfaction on students’ achievement.

Research Questions
Theoretical framework joins the present knowledge while the research questions act as connection between theoretical framework and the problem under consideration in the research (Grant & Osanloo, 2014).
The research questions for this research were as follows
1. What is the role of social factors on students’ satisfaction?
2. What is the role of students’ satisfaction on students’ achievement?

**Research Hypothesis**

This research was based on the Positivism Paradigm. Positivism is aligned with the hypothetico-deductive model of science that builds on verifying a priori hypotheses and experimentation by operationalizing variables and measures; results from hypothesis testing are used to inform and advance science (Park et al., 2020).

Positivism relies on the hypothetico-deductive method to verify a priori hypotheses that are often stated quantitatively, where functional relationships can be derived between causal and explanatory factors (independent variables) and outcomes (dependent variables) (Ponterotto, 2005)

A hypothesis is predicted answer or statement of the researchers expectations about the relationship of the variables required to be analyzed in the research. Such relationship between does not occur by chance this concept is called statistical significance. Hypothesis also ensures reliability and scientific nature of a research. (Anupama, 2018).

The hypothesis in this research were as follows.

H1. There is no relationship between “Social Support” and “Student Achievement” along with “Social Satisfaction” as mediator.

H2. There is no relationship between “Access in Community” and “Student Achievement” along with “Social Satisfaction” as mediator.

H3. There is no relationship between “Gender Discrimination” and “Student Achievement” along with “Social Satisfaction” as mediator.

**Research Significance / Problem**

Educational institutions are considered only responsible for students’ educational achievement but it is not always the case. Social structure or economic facilities in which a student lives are also equally responsible for the same. This research is a step to divert attention of the researchers and policymakers towards effects of social factors on students’ academic achievement.

**LITERATURE REVIEW**

**Social Support**

A gradual investigation into the concept of social support has yielded a number of definitions, but none of them can be applied universally. With the help of some contextual criteria, each researcher has defined social support. Such contextual qualities and definitions have resulted in a lack of consistency and compatibility among studies, which has been noted as a research gap that requires more investigation.

Williams et al. (2004) has proposed that Contextual elements are used to determine social support. Qualitative research can help people understand this phrase better. The qualitative data gathered for this purpose can vary depending on the situation. The social system's social support is defined by the social context. Even the conclusions drawn from this diverse set of facts can be applied solely to the environment in which the qualitative data was acquired. In order to demonstrate the generalizability of the quantitative
results in the context, this study used qualitative data to explain the findings of the quantitative data analysis results.

Hupcey (1998) felt that The multidimensional concept of social support is difficult to conceptualise, describe, and quantify. Because of discrepancies in theoretical and operational definitions, this idea of social support has been extensively examined with little agreement between researchers and theoreticians. The researchers measured the idea of social support as simply as possible, leaving the concept vague and referring to anything relevant to social interaction as social support.

Abdullah and Singh (2019) defines social support as a social resources, assets or organizations that a person have an option to utilize for the purpose of satisfaction of need of help, guidance or support. In other words social support is insight of person about ease, support, thankfulness or backing received from someone or group of persons. This can be a variety of material or fervent helps, closeness or accessibility of someone to realize as sense of esteem and respect that can satisfy the need or can give a motivation to fight with the problem.

Students experience increased stress and a drop in academic performance, which can be influenced by social support. Social support reduces stress and boosts academic performance. The university also fosters social relationships by giving students a variety of duties to complete. If needed, peer support Peer support in a group assignment allows pupils to meet their needs for affection, sympathy, companionship, and comprehension of their inner thoughts. These peer ties encourage students to value experimenting with new ideas and a sense of independence, which leads to increased happiness with the academic environment. These relationships are not enjoyable for students in their first year of higher education when they are newly enrolled in the institution. As a result, parental assistance is critical during this period of development. (Jayarathna, 2015).

Hombrados-Mendieta et al. (2012) have classified social support as instrumental, informational and emotional support. Emotional and instrumental support is mainly provided by the parents and mother is the major source of such support. Informational and emotional support is provided by the class fellows. While the informational support is provided by teacher. Informational support is more significantly and frequently provided to the students as compared to any other support. The parental support tends to decrease as the students involvement or support with their classmates increase. A greater difference of social support on the basis of gender differences also exists. The girls receive less support from father and more support from classmates.

Li and Qiu (2018) has proposed two types of family influences on children’s academic achievement. Firstly, parents try to organize the quality educational opportunities for their children ultimately leading towards best academic achievement. Secondly parent behavior positive or negative influences the development of children’s personality in a positive or negative way this also eventually affects the academic achievement. The research shows that urban students’ academic performance is more sensitive towards families’ socioeconomic status as compared to rural students.

Humans in the society does not live like a machine that can perform the assigned tasks automatically. Even the skills and knowledge required to fulfil the needs of human beings are not available in a single person. Every person has somewhat different knowledge and skills. So the human desires can only be fulfilled through saturation of knowledge, skills and resources on a single point with socially interdependent struggle (Bandura, 2002).

Alves et al. (2017) found that both the family and educational institutions are important for cognitive development and academic success. Family support is important for a student's cognitive growth

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as well as academic accomplishment, but only academic achievement is influenced by the educational institution. Intellectual achievement is also influenced by the academic and social level of the parents.

Zhou and Lin (2016) have found a stronger relationship between adaptability and life satisfaction in presence of social support as moderator. Social support may be in the form of one’s expression of concern, love, respect or value from parents, teachers and friends (Gülaçtı, 2010) that can discharge the individual pressure. Individuals having higher social support enjoys higher level of psychological outcomes and wellbeing although it has small but significant relationship with the students’ grade point average. Social support is not the only factor effecting students’ academic achievement, so it may be possible the the research on the social support in presence of different social structure may point out different results about academic achievement of students.

Kakada et al. (2019) have a view that academic support itself exists in the university environment. The universities higher education institutions should formulate and implement useful strategies and programs that may promote a socially supportive environment for the students. Parents’ involvement in educational activities (Kocayörük & Tokac, 2012) further plays as a source of motivation for toward getting education, development of physical and cognitive abilities. Parent support can consist of strong communication with their children, help in their educational activities, involvement in their day to day activities and the family income (Wen et al., 2020). The correlation between status and students achievement is supported by different researches but a research gap exists in path effect analysis of economic support and students’ achievement. The outcomes of academic and parental support can be measured through students’ achievement in their education or cumulative Grade Point average.

Access in Community
Spady (1970) recommends that the social interaction within or outside the academic institution is the result of a number of variables such as students’ personality, dispositions, interests, attitude and skill to influence their environment. Student’s grades, intellectual activities and social support within the university stimulates the decision of student to continue its education or to be drop out from the educational institution. Selection of college goals and location is dependent on gender role in social setup. Men are expected to be responsible to establish a place in the economic as well as in social structure while women does not have. This scenario also differentiate level of social and economic stress and access and involvement for the both genders (Yang & Chau, 2011). The students with their active involvement in social activities helps them to get interpersonal and collaboration skills practical skills or qualities of time management, organization, conciliation, decision making, leadership, broad mindedness, judgmental skills, self-responsibilities and confidence.

The real purpose of the education can only be satisfied by its active involvement in social activities. The universities can ensure active involvement of the student through assigning some social or extracurricular activities. Educational institutions are specialized in personality development so the universities better knows needs society and how to modify students’ interests, knowledge, learning abilities and personality for sustainable social or economic needs (Mestarihi, 2019).

Nguyen (2021) recommended that the policymakers should divert their attention towards solution of decreasing students’ interaction in educational institutions. Students’ relationships in response to effective interaction are not only helpful for educational activities but also are helpful in their future practical life. (Nathani et al., 2020) recommends that increasing social responsibility or director involvement in social activists is helpful in students’ academic development. Asadullah (2013) found that boys are more exposed to the market transactions and social interaction in society as compared to girls.
Their interaction and involvement in economic activities becomes helpful in improving mathematical skills. But sometimes such difference in social interaction becomes a source of gender gap.

**Gender Discrimination**

Andersen (2015) defines Gender as difference in social roles and status of men and women in the society. These roles are appraised on the basis of social values, religious, moral and legal, environmental and cultural norms. ‘Sex’ is a biological term and refers to physical attribute while gender is a social cultural term that refers to role of men and women in society and economy. World Development Report (2012) defines gender as “the social, behavioral, and cultural attributes, expectations, and norms associated with being a woman or a man. Vlassoff (2007) defines gender as a set of roles constructed by the social roles, personality characteristics, behavior, social values, relative access and influence in the relative terms on the basis of gender. This gender role does not exist in quarantine but it is developed in with the social interaction in the society.

Hashmi et al. (2013) defines gender discrimination as behavior, policies and actions that adversely affect social or economic work leading towards development of an environment that is intimidating. The educational institutions are a reflection of society in future. So it is supposed that these institutions can transform complete society and can eliminate gender discrimination also.

Stepanikova et al. (2020) stated that gender discrimination is unfair treatment for the purpose of developing a subordinate social group to maintain the power, hold and privilege for the dominating class or gender. Gender discrimination can cause various form such as gender biased behavior, unfair policies within institutions, social or economic structural barriers, inequality in educational opportunities, unequal treatment in family, or on work place and in case of interaction with institutions. On the other hands UNICEF (2006) defines gender equality as to how these aspects determine how women and men relate to each other and to the resulting differences in power between them”.

Dailey et al. (2008) found that different researchers have defined Gender discrimination in a different fashion but the main point discussed in each definition is an unfair treatment due to one’s gender/sex.

Gender, race, class and sexuality are the factors that are considered inherently unstable because these may change from time to time even from society to society but in the formulation of a society these factors are considered significantly stable in the long run. These factors not only defines the gender role but also the power distribution between both genders in the society (Andersen, 2016).

Gender inequality exists in all the fields of life but in most of the cases women (Shaukat et al., 2014). Gender discrimination may be in different forms it may be in direct indirect, implicit which may lead towards inverse effect in long term on the persons facing it. This gender discrimination ultimately can leads towards development of defective workforce for the society and cause some robust workforce for the society and economy. (Newman, 2014)

Social expectations and norms of the society clarifies the applicable behavior of the genders. Difference in gender roles sometimes becomes a source of dominating one gender on the other (World Health Organization, 2009). The educational opportunities and support is affected by the education of family members (Amadi & Makewa, 2013). However, the major influence on gender role definition in the society occurs within the family structures through believes of both mothers and fathers. Both overtly and covertly pass on their beliefs about gender to their children (Ahmad, 2009).

Jayachandran (2015) has a view that gender inequality is higher in poor countries as compared to rich countries. Klasen and Lamanna (2009) after reviewing the literature clarifies that gender inequality
reduces the average amount of human capital in the society leading towards a decrease in economic performance. Ahmad (2009) found an increasing percentage of women participation in education but with a decreasing trend of male participation in education. Such increasing number of women involvement in male dominating occupations has also lead towards decrease in gender discrimination (Schwartz & Han, 2014).

Ghani (2016) has a view that in Pakistan the main cause of gender inequality is violence against woman, and men do not react against the male dominating pattern of society. Agric (2011) found that women have a minimum or no share in family income as they are not allowed to involve in economic activities outside their homes, so due to this limitation they are less protected from poverty and also are given lesser importance in family. Male members of the society considers themselves as decision makers in family and want to oppress women in family. Women are forced to adopt sex segregated occupations in the market or even most of the time have to economically depend completely on the men.

Ali et al. (2011) found in the Pakistan that the gender roles are defined on the basis of traditional roots and social values is on the concept of production and reproduction. Gender discrimination may get different shapes (Vigod & Rochon, 2020) such as economic inequality, low rate of education and employment, lesser wages for same jobs and lesser representation in leadership positions. It continuously transferring and reproducing generation to generation. Although the gender discrimination adversely affects society as well as economy but it is so common that both genders have learned to live with it.

Jiang et al. (2011) considered that gender discrimination has a number of harmful social implications some of them are quality of life, female children’s rights for survival in the social and economic market. It damages sustainable development through restricting productivity, efficiency and economic and social progress.

Cogburn et al. (2011) found during the comparison of the racial and gender discrimination both the genders are well aware about gender discrimination and pay attention to this phenomena but the boys have reported higher gender discrimination while girls have reported lesser gender discrimination relative to racial discrimination as compared to boys. Even the boys most of the time are not asked about the gender discrimination faced by them. Gender discrimination has strong relationship with the higher depressive symptoms while the racial discrimination predicts self-esteem. Gender and racial discrimination both have significantly inverse relationship with the grade point average (GPA) in case of boys. But in the case of the girls both type of discrimination have no significant impact in case of girls. The research shows that any type of discrimination in case of boys have stronger association with the academic achievement instead of psychological development.

**Students Satisfaction**

Traditional teaching approach in developing countries is most of the times is focused on teacher centered approach. It is a bit challenging to transform such traditional teaching to student centered approach. But in case of student centered approach it is essential to take care of student satisfaction that is even essential for the universities to compete in the educational market. Cognitive and personality differences of students enforce teacher to care about selection of a teaching strategy or flexibility of in teaching method for the equal learning and satisfaction of all students (Al Shaikh et al., 2019).

Akareem and Hossain (2016) found that the demographic factors or the students’ background is responsible to develop their perception about the quality of higher education. Students’ status for scholarship, extracurricular activities parents’ education, age, previous result, and the university they study in, have a significant influence on students’ perception about the quality of education.
Adnan et al. (2016) during the analysis of students enrolled in the business schools observed that the satisfied students often become more self-confident and active participants in the educational process. They are more committed, and motivated which leads them to the best academic performance and helps them in achieving learning objectives. These factors motivates the researchers to develop a students’ satisfaction model.

Wach et al. (2016) has found that students’ own characteristics of their personality are major influential factors of students’ academic satisfaction. Students’ academic satisfaction is a multidimensional concept that may consist of “Academic Content”, “Academic Condition”, and “Academic Coping”. Concept and evaluation of satisfaction from academic quality may vary from student to student because of diversity of thoughts in human personalities which may exist due to underlying personality and motivational characteristics. Individual assess and respond to same variables in different ways based on their unique personality characteristics. In this way the external factors faced by the students are also equally responsible in developing the student’s personality leading towards their evaluation about valuation about academic satisfaction.

Adedamola et al. (2015) proposed that the final product of an institutions either business or social is dependent on environment in which that product is manufactured. In this way it can be said physical environment of educational institution has also strong effect on student academic achievement. In modern era students have larger choice to select educational institution for enrollment, even after completion of their education economic institutions have also a larger choice to select these students as their employees. In such a competitive scenario it is essential for the universities to ensure students satisfaction by providing best physical environment for their higher academic achievement and to compete in educational market.

Sembiring (2015) has proposed that key purpose of university education is career advancement which is followed by student retention, academic achievement, in university up to completion of their education. The researcher with the help of interviews and focus group discussion on the basis of qualitative conceptual framework collected and analyzed data on the basis of sustainable and business concept. Student satisfaction in relation to academic performance, especially in term of GPA, registering in consecutive semester, retention in educational institution up to completion of the academic degree, and career advancement were different from student to student. This difference is caused due the diversity of human personalities.

Students Achievement
Classrooms articulate future of nation and performance of classroom is predicted in examination. Final examinations (summative assessment) are the main source of measuring the students’ skills and knowledge. These results also have a function of prediction for all stakeholders.

Weinberg et al. (2019) defines educational expectations as getting well paid job in future, achieving a stable life or political engagement on the basis of education. High educational attainment is linked with level of educational expectations. On the other side it is expected that students having low educational achievement also have to face a number of failures in their future social and economic life. Although it is not always the case. Technological advancement also helped humans to get high earning opportunities but these opportunities can only be availed through higher education.

Adibah et al. (2017) have found an inverse relationship between parents education and students’ academic achievement which is contradictory to the research literature. Students’ academic as well as their expected future growth can be forecasted on the basis of CGPA. On the other side CGPA itself is influenced by “Teaching Learning process”, “Self-motivation”, attitude of student towards education” and
Demographic factors such as gender. If student’s interest and its education are side by side then probability of getting higher educational achievement can increase.

Babikkoi and Razak (2014) defines memory as the ability of learner to keep, retain and recall information and experience learnt. Learning is a dependent on learner readiness to learn both physically and mentally. Bandura (1986) reviewed success or students achievement as a favorable or satisfactory outcome or result.

Annamdevula and Bellamkonda (2016) suggests that the university leaders should assign university resources for healthier educational services as well as student support facilities concerning to students’ satisfaction, loyalty and motivation. University service quality must give proper weightage to expectations of society as students are ultimate product of a university which has to be judged or evaluated by society. In simple words satisfaction of needs of a society and economy is service quality of a university.

Last but not the least educational achievement is dependent on relaxed, focused or satisfied mind. Human satisfaction is dependent on different social, economic and educational environmental factors.

**RESEARCH METHODOLOGY**

**Paradigm**

Rahi (2017) defines paradigm as a collection of belief and covenants for the purpose of getting solution to a researchable problem. Chen (2005) defines research paradigm as a lively system of scientific work that contains researchers insights of their beliefs intrinsically governed by intellectual values and associated citation endurance and decay.

This research was based on the quantitative data and was based on positivism paradigm.

**Sampling**

This research has considered every university in the Punjab as stratum while keeping in view diversity of social and economic status in Punjab, three stratum (universities) from the public sector (i.e. Baha-ud-Din Zakria University Multan, University of Education Lahore, University of Sargodha and three stratum (universities) from the private sector (i.e University of Lahore, University of Management and Technology Lahore & Lahore Leads University) have selected. In these selected universities the researcher has selected students of BS/MA level randomly.

**Instrumentation and Data Collection**

For the collection of quantitative data seven (07) points Likert scale was used while the semi-structured interview was used as instrument for qualitative data collection. The research questionnaire was filled by 900 students of BS/MA level and after necessary cleaning of data a sample of 777 was considered for further data analysis.

**Theoretical Framework**

Rahi (2017) defines theory as a standard which is used to explain the relationship between two or more than two phenomenon, concept or variables. A framework generally means an organization, overview, outline, system or plan comprising of several descriptive categories, e.g. concepts, constructs or variables, and the relations between them that are supposed to account for a phenomenon.
DATA ANALYSIS

Data Normality
Awang (2015) recommends that skewness and kurtosis can be used for testing data normality. Value of the kurtosis and skewness lesser or equal to 1 can depicts that data under consideration is normal. If the sample is higher than 200 in that case there is no need of worry about data normality. This research has as not only collected data higher than that of 200 but also has tested data normality using kurtosis and Skewness as shown in figure ___________ and found complete data normal.

<table>
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<th>Kurtosis</th>
<th>Variable</th>
<th>Skewness</th>
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Reliability Statistics

Cronbach alpha
Alpha was developed by Lee Cronbach (1951) for analysis of internal consistency of the a construct as well as reliability of a construct. It is expressed as a number between 0 and 1. (Tavakol & Dennick, 2011). The
threshold value recommended by Jiewanto et al. (2012) is 0.6 for considering a construct as reliable. The constructs under consideration of this research were having higher alpha value as compared to threshold.

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<tr>
<td>Access in Community</td>
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<td>Gender Discrimination</td>
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<td>Student Satisfaction with Social Satisfaction</td>
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</table>

**Convergent Validity and Reliability**

Dragan and Topolšek (2014) proposed threshold value of average Variance Extracted (AVE) as greater than 0.50 to ensure convergent validity and value of Composite reliability (CR) as greater than 0.70 as ensuring Reliability. This research has ensured both of convergent validity as well as reliability and found all test as reliable with higher values as compared to threshold.

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<td>GD8</td>
<td>0.6781</td>
<td>0.460</td>
<td>0.540</td>
<td></td>
<td></td>
</tr>
<tr>
<td>GD9</td>
<td>0.6171</td>
<td>0.381</td>
<td>0.619</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SSS1</td>
<td>0.6621</td>
<td>0.438</td>
<td>0.562</td>
<td>0.846</td>
<td>0.581</td>
</tr>
<tr>
<td>SSS3</td>
<td>0.8571</td>
<td>0.735</td>
<td>0.265</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SSS4</td>
<td>0.8246</td>
<td>0.680</td>
<td>0.320</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Dimension Reduction / Factor Analysis

Yong and Pearce (2013) recommended that indicators or variables of same nature can be grouped together for simplicity of the theoretical model. These grouped variables are called latent variables or constructs. Value of such constructs is also calculated on the basis of the variable by grouping which these are formulated. (Samuels, 2016) recommends that the researcher should retain only those factors that should have Eigen value equal to one (01) or higher.

Yong and Pearce (2013) recommend that optimal clarification, structural simplicity and interpretation of factors can be ensured through rotation. The rotation also helps in extraction of minimum factors having maximum or prominent factor loading value.

<table>
<thead>
<tr>
<th>Pattern Matrix(\text{a})</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Factor</strong></td>
</tr>
<tr>
<td>1</td>
</tr>
<tr>
<td>SS1</td>
</tr>
<tr>
<td>SS2</td>
</tr>
<tr>
<td>SS7</td>
</tr>
<tr>
<td>SS9</td>
</tr>
<tr>
<td>SS11</td>
</tr>
<tr>
<td>SS14</td>
</tr>
<tr>
<td>AC1</td>
</tr>
<tr>
<td>AC4</td>
</tr>
<tr>
<td>AC6</td>
</tr>
<tr>
<td>AC7</td>
</tr>
<tr>
<td>AC8</td>
</tr>
<tr>
<td>AC9</td>
</tr>
<tr>
<td>GD4</td>
</tr>
<tr>
<td>GD5</td>
</tr>
<tr>
<td>GD6</td>
</tr>
<tr>
<td>GD7</td>
</tr>
<tr>
<td>GD8</td>
</tr>
<tr>
<td>GD9</td>
</tr>
<tr>
<td>SSS1</td>
</tr>
<tr>
<td>SSS3</td>
</tr>
<tr>
<td>SSS4</td>
</tr>
<tr>
<td>SSS7</td>
</tr>
</tbody>
</table>

Extraction Method: Maximum Likelihood.
Rotation Method: Promax with Kaiser Normalization.
a. Rotation converged in 12 iterations.

Confirmatory Factor Analysis
Knekta et al. (2019) recommends that CFA is used to confirm already available theoretical model by testing whether the data collected supports a hypothesized model. Even in case of preferring EFA the research literature suggests that the results of EFA may ideally be confirmed with a CFA before using the measurement instrument for research.

IBM (2018) suggests that the variable having multiple indicators should be formulated as latent variables but in case of a variable having only one indicator the researcher does not needs to formulate an indicator. The analysis software such as IBM AMOS or MPlus will take care of it the researcher has just to show only that indicator in specific model (MPlus, 2001).
Path Factor Analysis

Research literature (Fidelis & Sunday, 2018) clarifies that the Path factor analysis was first developed in 1918 by Sewall Wright. It also helps in deciding causal or temporal nature of relationship. In case of path factor analysis the researcher has to formulate hypothetical theoretical framework. Then empirical data is collected. Path Factor analysis is applied to decide if some meaningful pattern exists between empirical data collected and statically analyzed.
Social Support have significant effect on Student Satisfaction with Social Status

Access in Community have significant effect on Student Satisfaction with Social Status

Gender Discrimination have significant effect on Student Satisfaction with Social Status

Student Satisfaction with Social Status have No significant effect on Academic Achievement

Student Satisfaction with Social Status have No significant effect on Academic Achievement
H1. There is no relationship between “Social Support” and “Student Achievement” along with “Social Satisfaction” as mediator.

Testing STUDENT SATISFACTION WITH SOCIAL STATUS as mediator in the relationship between SOCIAL SUPPORT and ACADEMIC ACHIEVEMENT

<table>
<thead>
<tr>
<th></th>
<th>Standard Estimate</th>
<th>P</th>
<th>Hypothesis</th>
</tr>
</thead>
<tbody>
<tr>
<td>SS_V ---&gt; SSS_V (a)</td>
<td>0.448</td>
<td>0.039</td>
<td>Significant</td>
</tr>
<tr>
<td>SSS_V ---&gt; CGPA (b)</td>
<td>0.007</td>
<td>0.018</td>
<td>Significant</td>
</tr>
<tr>
<td>SS_V ---&gt; CGPA (c)</td>
<td>-0.048</td>
<td>0.015</td>
<td>Significant</td>
</tr>
<tr>
<td>(a x b)</td>
<td>0.003136</td>
<td></td>
<td>Weak Mediation</td>
</tr>
<tr>
<td>(a x b) &gt; (c)</td>
<td></td>
<td></td>
<td>Weak Mediation Since the direct effect (c) is Significant</td>
</tr>
</tbody>
</table>

Social Support has medium level (Hair et al., 2010; Hair et al., 2019; Henseler et al., 2009) but significant effect on Social Satisfaction of Student on the other hand Student Social Satisfaction has minor but significant positive effective on Student Academic Achievement. But amazingly social support have minor but negative effect on students’ achievement. In this way it can be supposed that in Pakistani society education is considered as the main source of getting social status. A student who considers that they have inherited a high social support most of the time are less interested in getting education. It is strongly needed to change the priorities linked with getting education. It is strongly needed to realize the new generation that the education has not the only purpose of getting good job or high social status but is more than that.

H2. There is no relationship between “Access in Community” and “Student Achievement” along with “Social Satisfaction” as mediator.

Testing STUDENT SATISFACTION WITH SOCIAL STATUS as mediator in the relationship between ACCESS IN COMMUNITY and ACADEMIC ACHIEVEMENT

<table>
<thead>
<tr>
<th></th>
<th>Standard Estimate</th>
<th>P</th>
<th>Hypothesis</th>
</tr>
</thead>
<tbody>
<tr>
<td>AC_V ---&gt; SSS_V (a)</td>
<td>0.235</td>
<td>0.06</td>
<td>Not Significant</td>
</tr>
<tr>
<td>SSS_V ---&gt; CGPA (b)</td>
<td>0.007</td>
<td>0.018</td>
<td>Significant</td>
</tr>
<tr>
<td>AC_V ---&gt; CGPA (c)</td>
<td>0.116</td>
<td>0.026</td>
<td>Significant</td>
</tr>
<tr>
<td>(a x b)</td>
<td>0.001645</td>
<td></td>
<td>Weak Mediation</td>
</tr>
<tr>
<td>(a x b) &lt; (c)</td>
<td></td>
<td></td>
<td>Weak Mediation Since the direct effect (c) is Significant</td>
</tr>
</tbody>
</table>
Student access in the society have medium level but not significant effect on the student social satisfaction. On the other hand Access in Community has significant effect on Student Academic Achievement. The mediation effect is also weak. It can be supposed that the universities itself are social communities. So the students does not bother about their access in their society in which they live. Secondly in case of women in the Pakistan are taught to minimize their social circle that is more safe and secure instead of being involving freely in society. So in case of women they consider themselves more satisfied by avoiding free involvement in social responsibilities.

H3. There is no relationship between “Gender Discrimination” and “Student Achievement” along with “Social Satisfaction” as mediator.

H4.

**Testing STUDENT SATISFACTION WITH SOCIAL STATUS as mediator in the relationship between GENDER DISCRIMINATION and ACADEMIC ACHIEVEMENT**

<table>
<thead>
<tr>
<th>Hypothesis</th>
<th>Standard Estimate</th>
<th>P</th>
<th>Hypothesis</th>
</tr>
</thead>
<tbody>
<tr>
<td>GD_V ---› SSS_V (a)</td>
<td>0.863</td>
<td>0.04</td>
<td>Significant</td>
</tr>
<tr>
<td>SSS_V ---› CGPA (b)</td>
<td>0.007</td>
<td>0.018</td>
<td>Significant</td>
</tr>
<tr>
<td>GD_V ---› CGPA (c)</td>
<td>-0.075</td>
<td>0.013</td>
<td>Significant</td>
</tr>
<tr>
<td>(a x b)</td>
<td>0.006041</td>
<td></td>
<td>Weak Mediation</td>
</tr>
<tr>
<td>(a x b) &gt; (c)</td>
<td></td>
<td></td>
<td>Weak Mediation</td>
</tr>
</tbody>
</table>

Gender Discrimination has strong effect on the students’ social satisfaction but on the other side gender discrimination has weak but significant negative effect on the students’ academic achievement. As about the mediation considering social satisfaction as a mediator the gender discrimination also has significant effect on students’ academic achievement.

**CONCLUSION**

Educational institutions and the teachers have strong influence on student achievement but they cannot be said only responsible factors. Students’ family issues such as lack of family support or social and economic deprivation their family also equally affects students’ academic performance (Mushtaq & Khan, 2012). The research found that the all the social factors i.e. Social Support, Access in Community and Gender Discrimination have week but significant effect on the students’ academic achievement.

Students’ Satisfaction from their social satisfaction has also week but significant effect on their Academic Achievement. The major reason of weak effects of social factors may be due to other factors involved in academic achievement, such as economic factors or educational factors. Still importance of social factors cannot be denied. Social norms or social structure in which a person lives or grow up that ultimately defines its gender role in society (World Health Organization, 2009). Family structure and social beliefs also develops personality characteristics of masses through transformation from generation to generation (Ahmad, 2009). The same social factors are also responsible for developing perceptions about education Akareem and Hossain (2016).

Higher Educational Institutions can work as moderator between social factors and academic achievement to minimize the negative effects of social deprivation. Access in community has also weak
and insignificant effects on the students’ social satisfaction. Such results divert clarifies that the universities are also playing their role as small social communities. So the students does not bother about their access in their society. Although there may be a reason that students are not realize the importance of their participation of in the society.

Research literature Wang and Degol (2017) mostly relates gender discriminations towards women. That means the society has learned that gender discrimination can occur only with females. But with increasing number of women in social and economic activities the policy makers should divert their attentions towards redefining term “Gender Discrimination”. It can occur with both genders so males also needs equal protection for being discriminated on the basis of Gender. Due to such imbalanced considerations of gender discriminations Schwartz and Han (2014) found that more women have entered in male relating professions as compared to males entered in women relating professions. This research has also found that “Gender Discrimination is most influential and significant factor effecting students’ academic achievement.

DISCUSSION
Social support and gender discrimination have substantial and significant effect on Student Satisfaction with Social Status while Access in Community is weak but significant effect on social satisfaction. But amazingly Social Satisfaction as mediator and all social factors have weak and insignificant effect on student academic achievement. In this way it can be said that from whatever social status or from whatever society student belongs does not matter. The most important thing is that when a student have got admission in university, the university should give them equal opportunity to excel in their education. But effects of social factors on students’ Social Satisfaction cannot be ignored. Social Satisfaction is helpful for a student ever for any person to realize their fruitful existence and self-confidence. Self-confidence is essential for intrinsic motivation for any social, economic or educational activity.

It is not always the case that students may get a balanced or equal support from all their social relations such as parents, relatives, teachers, peers, friends and society, but it is possible that some student may get extra support from any one of their social relation that may fill gap of attention given by someone. Such as Hombrados-Mendieta et al. (2012) viewed that in case of girls more support is provided by classmates as compared to their father. In case of developing countries such as Pakistan larger percentage of population is living in rural area and illiterate. But they want to see their children as highly qualified and on white color jobs. Even after independence of Pakistan a complete generation still exists which have never seen universities. So sometimes such parents although have high expectations from their children they try their best to support financial and morally to their children but they are not able to support their children in educational issues, educational homework, and in that case either the students have to relie on tuition or they have to get support from their classmates.

Universities should focus on support socially to the students. The classes in our universities are overcrowded. It is not possible for a teacher to give diversified attention as per diversified needs of all students. But the teachers and university staff can cover any deficiency of social support if they consider the students as their responsibilitiy even after class timing.
Further Research Suggestions

1. The subsequent researchers should focus why the access in community is not considered important by the students either they are not ready to involve in social responsibilities or why access in community has weak effect on students’ social satisfaction.

2. This research is not enough to analyze all the factors affecting the students’ achievement so the future researchers should focus on the further factors manipulating the CGPA of students.

3. The numbers only are not enough to represent human thoughts so there is a strong need of conducted qualitative research on the same topic.

REFERENCES


Agric, S. J. (2011). IMPACT OF GENDER DISCRIMINATION ON GENDER DEVELOPMENT AND POVERTY ALLEVIATION.


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